

**TEACHERS' ATTITUDES TOWARDS THE IMPLEMENTATION
OF THE THEMATIC CURRICULUM IN BUJUMBA
SUB-COUNTY PRIMARY SCHOOLS,
KALANGALA DISTRICT
UGANDA**

BY

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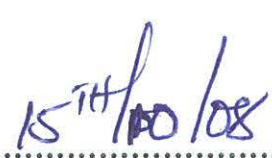
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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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APPROVAL

This research report has been compiled and submitted for examination with my approval as a university supervisor.

Signed..........Date..........

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DECLARATION

I KIWANUKA AHMED ALI, here by declare that the material in this book is entirely my own effort and has never been presented in any institution for any academic award.

Signed  Date. 6th OCTOBER, 2008

Kiwanuka Ahmed Ali

DEDICATION

I dedicate this work to my beloved father Hajji Sowed Kiwanuka, my grand mother Namirembe Afuwa of Ebonies village Kibuye, brothers, sisters, the ex-headmaster Aga Khan Primary School, Hajji Ahmed Katumba, Rugasa Hakim HM Nyamitanga sss, Sendagire Ali former HM Masaka Secondary, Hajji Abdu Kitatta former Principle Kabukunge PTC and Bbosa Florence Ssekitoleko D.E.O Kalangala, and all friends and lecturers who supported me financially and spiritually to this level of education. Without your contributions this research would not have been done.

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May God reward you all abundantly!

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ACRONIMS

TC	Thematic Curriculum.
MOES	Ministry of Education and Sports.
NCDC	National Curriculum Development Centre.

DEFINITION OF TERMS

Attitude; The like or dislike of some thing, in this case the TC and the positive or negative views about some thing.

Curriculum; a syllabus or a list of courses of study and their descriptions.

Implementation; putting in practice or operation a given plan, in this case the TC in order to achieve the set goals and objectives.

ABSTRACT

This study set out to examine teachers' attitude towards the implementation of the thematic curriculum (TC) in Bujumba Sub-County, Kalangala District Uganda. The researcher specifically wanted to identify the major aims of the TC, how it works, its implementation status, possible problems encountered and the attitude and awareness of teachers towards its implementation. The researcher employed a simple survey research design to explore into the topic of study, using qualitative and quantitative approaches. Classroom teachers were the major respondents of this study. Random sampling was used to select 50% of the schools in Bujumba and to select 30 teachers to answer the questionnaires which were self administered by the researcher. Data was analyzed using SPSS data processor. Frequency counts, cross tabulations and the chi-square were the statistical techniques use in data analysis. The findings indicate that most teachers (73%) were grade three and that about 46% of them are unaware of the five aims of the TC (Early breakthrough to literacy) and on others, teachers were less aware. Also most teachers were not aware of why the government introduced the TC (55%, 18%, 23%, 18% and 5% respectively – see table 4.5), however most teachers were aware of the aims (91%, 68%, 73%, 73% and 100% respectively – table 4.6). Also 91% new the classes in which TC is implemented (P1 – P3) and 77% schools had received TC text books and lesson plan guidelines. About 64% teachers are not contented by rate at which TC moves, yet 68% still find lesson plan guidelines difficult. It was also found out that 50% teachers have a negative attitude towards the implementation of the TC. The most serious problem encountered by teachers in implementation of the TC is inadequate instructional materials (91%), textbooks (68%) and local language (41%0. The most immediate solutions to the above problems are providing adequate teaching learning materials (86%0, sensitizing teachers and parents (73%), providing more teachers (32%) and increasing their pay (23%). The researcher concluded that most schools are dominated by low grade teachers, there is scarcity of English and science teachers, teachers' awareness about TC is still low and most of them have negative attitudes towards TC. The most serious problems encountered by teachers with TC is inadequate instructional materials but the biggest cause is unaware. The researcher recommends that the government should revise the TC and involve the teachers more in its improvement and developing instructional materials, and provide and train more teachers in the TC, as this will promote their awareness and boost their attitude towards the TC.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter shows the general introduction to the study. It specifically highlights the background of the study, problem statement, purpose specific objectives, research questions, scope and significances of the study.

1.1 Back Ground of the Study

In 2003 the Ministry of Education and Sports (MOES) together with the National Curriculum Development Centre (NCDC) commissioned a major review of the primary school curriculum (PSC). The review report concluded that among other things, the present curriculum was mostly responsibility for failure of children to learn to read and write. The report clearly identified insufficient time in the school day allocated to the early achievement of basic literacy and numeracy. Other sectors that contribute to poor performance are inadequate teaching knowledge of basic techniques of reaching literacy and numeracy, lack of appropriate reading materials especially those in local languages and use of local languages of instruction that were not well developed to provide a time foundation of literacy.

The review report recommended that the curriculum for primary one (P1) to primary three (P3) should be recognized in order to avail more time and emphasis on development of reading, writing and numeracy skills. It also indicated that the primary four (P4) curriculums should be conceived of a language transition year where pupils have to develop the English language skills in preparation for the use of English as a language of instruction in primary Five (P5). There fore in P.4 the curriculum was to put more emphasis

on English. The report also showed that whenever possible a local language should be as the language of instruction (LOI) and thus the language in which children first learn to read and write. But that local language had to be widely spoken and understood and sufficiently developed to provide a basis for literacy. There was also need to reduce on the number of subjects in the curriculum and reduction on the amount of content. Finally report advised that a new thematic curriculum should be designated and implemented for P1 to P4 and was to be organized around early achievement of literacy, numeracy and basic life skills. It was proposed that a new P1 curriculum be developed and test in 2005 and be launched in 2007 February.

The Senior Education Advisor with USAID in Uganda, Dr. Thomas Le Blanck, showed that USAID had earmarked about Ushs34billions to improve education in Northern Uganda, specifically on training teachers and developing the thematic curriculum.

In reaction to the review report, a number of pilot studies were carried out in all districts of Uganda in Northern, the needs assessment exercise was Kitgum, Dokolo, Lira, Pader, Apac, Amuru and Oyam Districts. All these reports revealed that the quality of education was dropping (New Vision: Wed 26th Dec, 2007).

The thematic curriculum was mainly intended to improve and produce better results in primary Seven (P7) (New Vision: March, 28th, 2007). The implementation was med in stages, first, local languages should be used as a LOI in P1 - P3. Around 30,000 teachers were developed to help implement the program.

The curriculum was meant to boast pupils' ability in learning literacy, numeracy and life skills. It is believed that pupils learn better if taught in their mother tongue. According to Connie Kateeba, Director of the national Development Curriculum Centre (NCDC), "a child who is taught in her mother tongue, grasps better than that one taught in a foreign language (The monitor Uganda: January 8, 2007).

The new thematic curriculum is not merely teaching children in their local languages, but rather a holistic new approach to teaching. It provides for more understandable monitoring and evaluation of pupils learning progress. It also offers room for self appraisal on the part of teachers and enables them and their learners to get resources from the immediate environment. It is designed to reflect the way young children understand the world around them and the type of knowledge and skills they need to acquire.

1.2 Problem Statement

In 2003, the Ministry of Education and Sports (MOES) commissioned a major review of the primary school curriculum. It was presumed that the previous curriculum was mainly responsible for the pupils' failure to learn how to read and write and that the curriculum had failed to meet the national goals of education in Primary schools, like how to read and write, numeracy among others. Like any other new change, the Thematic Curriculum (TC) met mixed feelings with implementers who are the teachers, parents and others. It is clearly indicated in literature that teachers' attitude has a bearing on the success of academic programs, pupils' academic success and hence the success of the curriculum. In many instances, teachers as real implementers of the curriculum are given less attention in case of any change. It is upon this back ground that this study set up to examine teachers' attitude

towards the implementation of the TC. The findings of this study will help in successful implementation of the curriculum.

1.3 Purpose of the Study

The purpose of this study is to examine the teachers' attitudes towards the implementation of the thematic curriculum in Bujumba sub-county, Kalangala district, Uganda.

1.4 Specific Objectives of the Study

This study will;

1. Identify the major aims of the thematic curriculum in Uganda
2. Determine how the thematic curriculum works.
3. Determine the implementation status of the thematic curriculum in Uganda.
4. Identify possible problems encountered in the implementation of the thematic curriculum in Uganda.
5. Examine teachers' awareness and attitude towards the implementation of the thematic curriculum in Uganda.
6. Determine the possible solutions to the problems identified and to boost teachers' morale towards the implementation of the thematic curriculum.

1.5 Research Questions

1. What are the major aims behind the implementation of the thematic curriculum in Uganda?
2. How does the thematic curriculum work?
3. How far has the implementation of the thematic curriculum reached?
4. What problems are faced by teachers in the implementation of the thematic curriculum?

5. Are the teachers aware and do they have the necessary knowledge and skills to implement the thematic curriculum?. What is their attitude towards the curriculum implementation?

6. How can the teachers' awareness and attitudes towards the thematic curriculum be improved?

1.6 Scope of the Study

This study will cover the attitude of teachers in selected primary schools of Bujumba sub-county, Kalangala district, Uganda. The teachers who will be found at their respective schools will be used to answer the questionnaires. The study shall examine the major aims of the thematic curriculum in Uganda, how it works, the implementation status, teachers' awareness and attitudes towards the implementation, the possible problems encountered in the implementation of the thematic curriculum so far and possible solutions to the problems encountered and way forward to boost teachers, morale shall be proposed.

1.7 significance of the Study

The findings of this study will be useful to the implementation of the TC. Once problems are identified, implementers can take possible measures to alleviate them.

The study findings will also benefit curriculum developers and other policy educationists on how to implement any changes in the curriculum.

Teachers and head teachers will also benefit from the findings of this study if the solutions identified are implemented. It is possible that if teachers are consulted and are given time

and other resources to implement the changes in the curriculum, they can do the changes with a lot of joy.

The study also helps the researcher to gain more experience in the implementation of the TC. Since the researcher is also a teacher in the same level where the TC is being implemented, then he will benefit first. The study will also boost the researcher's experience in research and also fulfill the requirement for the award of a diploma in Primary education.

The findings will also contribute to the available literature on the implementation of the TC and will thus lay a significant foundation for future researchers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter shows the literatures related to this study. It specifically examines the theoretical review and conceptual background of the study, the major aims of the thematic curriculum in Uganda, its implementation status, the problems being faced during implementation and teachers attitude towards the thematic curriculum.

2.1 Conceptual Background

This section highlights the concept of the thematic curriculum and the theoretical background on which this study is based.

The thematic curriculum is a major program to review the primary school curriculum, commissioned by the ministry of education and sports (MOES) in 2003. The thematic curriculum (TC) emphasizes child centered learning and places the child at the centre of the learning process (National curriculum Development Centre, MOES, 2007).

The TC is an approach to teaching and learning that reflects the way young children understand the world around them and the type of knowledge and skills they need to acquire. It is stipulated by the national curriculum development centre (NCDC, 2007) that young children do not understand boundaries between different subjects and the skills they need to acquire in life, are not necessarily catered for in the traditional subjects as they are named. If a child is taught history, geography etc, contents there in may be so abstract, to the extent that the learner benefits less if any at all. Many educational analysts believe that such abstract contents embodied in the traditional subjects simply aid to confused the child

and spoil their creativity in their respective areas of talent. With these subjects. It is difficult to establish the specific field in which a learner has special ability, so that the child can be developed accordingly without wasting time.

In addition, it takes a lot of time for the learner to acquire the abstract concepts, that is why many children in Uganda have got problems with numeracy and literacy. This makes the education system very lengthy and less effective and in the end, the national objectives of education are not achieved.

The concept “Thematic” is derived from the word “them”. A theme is a broad concept which includes a number of life aspects within it. In relation to education, of theme involves various aspects of life skills and experiences. Thus the thematic curriculum is called so because it looks at the life experiences around a child and packages them into various themes related to the child’s own experiences. It therefore allows the child to understand and develop the skills necessary to acquire topics of their interest around their environment (NCDC, 2007).

The TC content is arranged around a number of different themes selected to be in the centre of a child’s interests and needs. These themes consider the values of the society, age, environment, resources available and the differences in abilities and skills. Each theme is divided into sub-themes, which are latter arranged according to the levels and abilities of learners. These themes for each year are arranged in a matrix, that shows how various skills are related to different life aspects, which should be developed as the child moves from one of them to another. Teachers as they are teaching relate specific life skills to each of them. The basic distinctive feature of the TC is that it treats concepts, holistically under themes of

immediate meaning and relevance to the learner thus the concept theme. Because it is based on the local environment, values and interests of a learner, the TC advocates for teaching and learns in a language in which they are familiar, and through which they communicate and understand resources around them. For example, a child in Kalamoja can easily understand the parts of a cow in a mother tongue than would be the case in English. It therefore intends to enable the learner grasp what is taught in class from day one, without wasting time in learning language of communication.

2.2 Major Aims of the Thematic Curriculum in Uganda

The ministry of education and sports highlighted a number of aims and objectives of the TC, which are within the broader context of the national aims of education. According to the NCDC TC Curriculum (2007), the TC is intended to ensure/enable children master numeracy and literacy early, equip life skills to learners encourage and provide a strong back ground for higher order thinking skills and development of basic language skills for life long learning. All these skills are to be imported through a local language. It therefore changes the approach to learning that has been in existence for long, learners now learn in a language of interest and teachers are encouraged to use many local examples that interest their learners.

2.3 Implementation Status of the Thematic Curriculum in Uganda

MOES first lauged a commission to carryout a situational analysis of the old curriculum. It showed that one of the factors causing poor performance in literacy, numeracy and life skills was the structure of the primary school curriculum (PSC). The PSC focus on mainly recalling and other cognitive skills and grading of learners rather than discovering their various talents to be built and their weaknesses to be solved (NCDC, 2007). The study

proposed that at lower primary there should be rapid development of literacy, numeracy and life skills, organizing content into themes of immediate meaning and relevance to the learner and using a common local language as the language of instruction (LOI), BEPS report, 2006). The commission also recorded that a new thematic curriculum be designed and implemented for primary one up to four and was projected to be tested in 2005 and launched in February 2007.

The MOES conducted various pilots in selected districts of Iganga, Nakasongola, Kasese and Kabarole. The pilot aimed at exploring how best to implement the theme based curriculum and the strategies to be used nationally. All the schools used in the pilot used a local language as their LOI and first language of literacy. A pilot report of the TC was compiled which was later developed by the NCDC.

The Daily monitor (Jan, 8th 2007), reported that the Uganda NCDC was to train about 30,000 primary teachers to teach in local languages and implement the TC, which was to officially begin in Feb 2007.

A number of steps were taken, beginning with training teachers in a number of classroom techniques, testing classroom materials and their availability. Teachers were taught how to adopt English language learning materials for use in local languages. A consulting committee was set up by MOES and the NCDC, involving experts in the fields of literacy, numeracy, instructional materials, procurement and strategic planning. The MOES formulated a national curriculum task force which worked together with the NCDC to put together the TC review panel. This team developed the P2 TC and prepared progress TC

for P2, P3 and P4. The TC emphasized use of the local languages as LOI advocated for by the government white paper.

The basic Education and policy (BEPS) program supported by USAID supported the TC development program in a number of ways including logistics and training of trainers. The training of facilitators (TOF) was conducted at Nakaseke PTC, which familiarized participants with the guidelines to reading and writing in lower primary.

Also 3 teachers were trained at Busubuzi PTC and 11 training centres were identified in different colleges, where P1 teachers, head teachers, members of school management committees, district inspectors of schools, inspectors of schools and OCTS were oriented in modalities of piloting the TC.

The pilot TC for P1 was conducted in 2006 term 2, by a team together with field members drawn from NCDC, ESA, Kyambogo University, UNEB, Teacher Education Department, Pre-primary and primary Education, instructional materials unit and the educational planning Department. As a result of the pilot the P1, TC, syllabus, P1 teachers guides teachers training manual, teachers' resource book and sample wall charts were developed. After the 2006 pilot of the TC, it was officially launched in the whole country by Hon. Geraldine Namirembe Bitamizire women MP (Mpigi district) and the minister of Education and sports in October 2006 (NCDC, 2007) the TC was thus programmed for Feb 2007, which was also relaised. By now the TC has been in existence for one and a half years. The research among other things wanted to explore what so far has transpired in the implementation and also examine the teachers' attitude towards the TC.

2.4 Possible Problems Being Encountered in the Implementation of the Thematic Curriculum

The TC brought a number of changes in the curriculum. Some changes require extra costs and others extra skills and preparation. According to the NCDC (2007), the TC changes the lesson plan from having objectives to learning outcomes. However, learning outcomes do not describe the concepts, yet educators are expected to be aware of the key concepts that children should learn. So if textbooks do not cater for such, then teachers may find it problematic learning outcomes cannot also be accessed using the common or traditional assessments teachers are used to learning outcomes are achieved through competences or children's abilities to do something or that they can do something.

Teachers' attitude and views towards the TC according to daily Monitor (Jan 8th 2007), the thematic curriculum was well received by teachers. One teacher in Kapchorwa district, commented that the TC was exciting for both teachers and pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents 'the how' this study was be conducted. It shows the research design to be followed in the study, the environment, the research respondents sample size determination, instruments of data collection and the method of data analysis.

3.1 Research Design

This study followed a simple survey research design. The design helped the research to explore into the topic of study using both qualitative and quantitative approaches. The study was purely basic research report, whose findings can enrich the researcher and others who would read the final report, with good knowledge about the topic in question.

3.2 Research Environment

This study was conducted in Bujumba sub-county primary schools. This area is of special interest in the researcher because having served in the area, for quite a number of years, the research feels that he can find it more convenient in approaching the schools there and collecting the required data.

3.3 Respondents of the study

This study basically gathered data from teachers from the schools of the selected area. Classroom teachers here were of specific concern. But head teachers and sub-county education officers were also approached in case relevant information was required from them. Teachers are vital stakeholders in the implementation of any education program, in

this case the TC, which is why the researcher in this study wanted to test their attitudes towards the program.

3.4 Sample Size Determination

Due to limitations of time and monetary resources, only 50% of the primary schools in Bujumba sub-county were selected at random, after listing all of them down. All teachers who were available in the 50% schools were given questionnaires. The head teachers and sub-county educational officials were selected depending on their availability. In any case one or two officials and half of the head teachers in the visited schools were targeted.

3.5 Instruments of Data Collection

The researcher used mainly a self administered questionnaire. Questionnaires were both open and closed ended. Only primary data was used. The questionnaires were delivered face to face to the teachers and other respondents.

3.6 Method of Data Analysis

Data from the questionnaires was analyzed quantitatively. Data from questionnaires was checked, coded and entered into the computer. The computer package of SPSS, excel and Microsoft word were used in analysis. Data was basically analyzed using frequency counts, relative and cumulative frequencies. The Pearson's chi-square test was used to test the predictors of teachers' attitudes towards the thematic curriculum being negative or positive.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the descriptions of respondents, teachers awareness about the major aims of the Thematic Curriculum (TC) the implementation status of the TC in Uganda, possible problems of TC implantation, teachers awareness and attitudes towards the TC and the possible solutions to problems identified.

4.1 Description of Respondents

The major respondents in this study were teachers who are the actual implementers so the TC. In the study, 22 teachers returned the questionnaires out of the 30 that were distributed. Analysis was therefore based on the total number of questionnaires returned (22). Respondents were described by gender, education level and subject taught. Table 4.1 shows the description of respondents by gender.

Table 4.1: Description of Respondents by Gender

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	77.3	77.3	77.3
	Female	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

The table shows that about 77% of the teachers were males, indicating that the sample at hand was dominated by male teachers. Respondents were also described by education level, to find out whether the level of training affects/ influences their attitude towards TC. Table 4.2 shows the education level of teachers.

Table 4.2: Description of Respondents by Education Level

Education Level				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.5	4.5	4.5
Grade 3	16	72.7	72.7	77.3
Grade 5	5	22.7	22.7	100.0
Total	22	100.0	100.0	

Table 4.2 shows the general fact that most teachers (73%) were grade three teachers. This indicated that the primary schools attended were dominated by lower qualifications respondents were also described according to subject(s) taught. This is indicated in table 4.3.

Table 4.3: Description of Respondents by Subject (s) Taught

Subject Taught					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SST	6	27.3	27.3	27.3
	Math	15	68.2	68.2	95.5
	Science	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Recording to the table, there was no teacher teaching English. Majority were mathematics teachers (68%) and very few science teachers (5%) This implied that the schools visited lacked enough English and Science teachers.

4.2 Teachers' Awareness About Major Aims of the TC

The ministry of education and Sports highlighted a number of aims and objectives of the TC it's for these aims that TC was implemented. The researcher's interest was to find out whether teachers are aware of these aims. Through a questionnaire, the researcher asked

teachers to mention some of these aims. Their responses are summarized in table 4.4. The questionnaire regarding aims was open ended. Where teachers had to mention aims.

Table 4.4: Teacher's Awareness About TC Aims

		Given as an Aim	Not Given
Early Brak through to Literacy	Count	10	12
	%	45.5	54.5
Enable learners master Numeracy skills early	Count	7	15
	%	31.8	68.2
To Empower Learners in Use of Life Skills	Count	3	19
	%	13.6	86.4
Enable Learners Acquire Higher Order Thinking	Count	6	16
	%	27.3	72.7
Develope in Learners Language Skills For Life Long Learning	Count		22
	%		100.0

Among the five major aims of the TC, as highlighted by the MOE&S and the National Curriculum Development Centre (NCDC), some teachers new most of them while others new very few. For example, the first aim is early break through to literacy. Only 45% of the teachers were aware about it and 55% unaware. The second is to enable learners master numeracy skills early, but only 32% were aware of it. The third is to empower learners in use of life skills (32%) enable learners acquire higher order thinking (14%) and develop into learners' language skills for use long learning (27%). The general comment on this is that most teaches are unaware of the aims of the TC.

The researcher also found out whether teachers are aware or were sensitized about the aims so the TC. For this matter, they would be aware of the why the TC was implemented by the government. The government implemented the TC because it wanted to achieve the above aims. So teachers were expected to give the above aims but in a different language/ tone. The results of teachers' responses on this issue are indicated in table 4.5.

Table 4.5: Why the Government Introduced the TC: Teachers Awareness

		Given as Reason	Not Given	Total
To Enable Learners Early Break	Count	12	10	22
Through to Literacy	%	54.5%	45.5%	100.0%
To Enable Learners Early Mastery of	Count	4	18	22
Numeracy Skills	%	18.2%	81.8%	100.0%
To Empower learners the Use of life	Count	4	18	22
skills	%	18.2%	81.8%	100.0%
To Enable Learners Acquire Higher	Count	5	17	22
Order Thinking	%	22.7%	77.3%	100.0%
To Develop Into Learners Basic	Count	1	21	22
Languague Skills For Life Learning	%	4.5%	95.5%	100.0%

Among the expected responses from teachers, there is to enable learners' early break through to literacy and all those given in table 4.5 In general, very few teachers gave the above reasons as indicated by low relative frequencies and frequency counts of 55%, 18%, 23% and others. This also implies that teachers' awareness about the TC is still very little, as per the area visited. This leaves a lot to regret because teachers are very important stakeholders in the implementation of the curriculum. They should be involved not only in the implementation but even in the development process. It further implies that teachers were not properly involved in the development of the TC that is why most of them are still ignorant about its aims. It is also an indication that the TC implementation will not be process will not be an easy task and pupils may not benefit fully since the very first hand implementers are not very well aware about what they are to implement.

Teachers were further asked to show their views on the importance of the TC to the learners, whose expected responses were similar to the aims and reasons for implementation of the TC in Uganda. This time (as indicated in table 4.6), teachers seemed to know and to believe that the TC is Important and benefits learners.

Table 4.6: Teachers Views About the Importance of the TC to the Learners

		Strongly Agree	Agree	Disagree	Not Sure
TC enables Early Mastery of Numeracy	Count	5	15	1	1
	%	22.7	68.2	4.5	4.5
TC Empowers Pupils the use of Skills	Count	4	11	3	4
	%	18.2	50.0	13.6	18.2
Tc Enables Learners to Acquire Higher Thinking	Count		16	2	4
	%		72.7	9.1	18.2
WithTc Learners Develope Language Skills For Long Learn	Count	6	10	2	4
	%	27.3	45.5	9.1	18.2
TC is Implemented in the Schoc	Count	20	2		
	%	90.9	9.1		

It is indicated in table 4.6 that about 80% of the teachers agree/ strongly agree that the TC enables early masterly of numeracy, empowers pupils to use life skills (68%) and so on. It is also implied that all most all teachers came from schools where the TC is being implemented.

4.3 Implementation Status of the TC & How it Works

Two objectives were combined here because of their similar nature of the data. First of all the researcher wanted to know whether teachers are aware about the classes in which the TC is working. Results of this investigation are indicated in table 4.7

Table 4.7: Classes in Which the TC is Being Implemented.

Classes in Which the TC is Being Implemented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	P1 and P2	20	90.9	90.9	90.9
	P1-P4	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

As Indicated Most Teachers (about 91%) were very sure that the TC is being implemented in planned none showed that it is being implemented in a class above P3. this showed that since most teachers came from schools implementing T.C they knew it. This is true as indicated in literature that the TC was meant for trust, P1, P2 and P3. In most schools it was introduced in these classes and it is still working that way. All pupils in such classes are now being taught in their mother tongue except those in big a local common language is difficult due to mixed environments. Other issues of concern about the implementation status of the TC are also summarized in table 4.8.

Table 4.8: Implementation Status of the TC

		Yes	No	4
Have Lesson Plans	Count	16	6	
Based on TC	%	72.7	27.3	
Have any Text Book	Count	17	3	2
That Follow TC	%	77.3	13.6	9.1
TC is Implemented	Count	20	2	
in the School	%	90.9	9.1	
Contented With	Count	8	14	
Rate of TC	%	36.4	63.6	

It is indicated in table 4.8 that things like lesson plan guidelines have been introduced to most schools (73%) where the TC is being implemented. Text books based on TC have also reached most schools (77%) and so on. This implies that the government has tried to put in practice most of what was planned in the first phase of TC implementation. However when asked whether they are contented with the rate at which the implementation of TC moves, most of them (64%) were negative and only 36% were contented. This implies that government still has a lot to do to fulfill the objectives of the TC and to bring teachers on board and solve all the problems that could be make them unhappy or uncomfortable with TC. These may include the work which may call for increased pay, assessment and

evaluation and then interpretation of the TC materials. Table 4.9 shows how teachers find the new lesson plan guidelines based on TC.

Table 4.9 How Teachers Find the TC Lesson Plan Guidelines

How Teachers Find the New Lesson Plan Guidelines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A bit Easy	7	31.8	31.8	31.8
	A bit Complicated	15	68.2	68.2	100.0
	Total	22	100.0	100.0	

It can therefore be said that the possible reason why teachers are contented with the TC new lesson plan guidelines. It is possible that they find such materials uneasy. Since they are still unfamiliar to them. They have to take long to derive meaning from them. Since most teachers (68%) showed that the TC lesson plan guidelines are a bit complicated, then it's a reminder to the government to organize refresher courses to the teachers. Teachers also gave their views on the way they find the new TC text books. Their views were summarized in table 4.10.

Table 4.10 How Teachers Find the TC Text Books

how Teachers Find the TC text Books

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	They are Very Complicated	9	40.9	40.9	40.9
	Very Easy	1	4.5	4.5	45.5
	So Detailed	9	40.9	40.9	86.4
	Not Detailed	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

It is again indicate in this table that most teachers (about 41%) indicated that the TC text books are so complicated for them. This means that teachers are still uncomfortable with the books like changing some words into vernacular and so on. This also implies that

teachers cannot properly implement something whose source content (text books) are still abstract to the teachers. This emphasizes the need for refresher courses for all teachers implementing TC. Another issue with text books is that they are some what detailed (about 41%). This is a good thing that needs to be polished simply by taking teachers to refresher courses.

4.4 Teachers Attitudes Towards the Implementation of TC

Teachers as implementers of the curriculum influence a lot its success. Therefore their attitude is very crucial for success so the curriculum. If they have negative feelings, the implementation may not go on well and vice versa. It was therefore a central objective if the researcher to rest the attitude and feelings of teachers towards the implementation of the TC. A number of indicators of attitude were developed and each teacher was tested on each indicator. The researcher was able to identify those with positive and negative attitude depending on the response to a particular indicator. This all summarized in table 4.11 teachers who reacted by saying that they strongly agree or agree, were taken to have a positive attitude, while those who showed disagree or not sure were taken to have a negative attitude.

Table 4.11: Teachers Attitude Towards the Implementation of the TC.

	Strongly Agree		Agree		Disagree		Not Sure	
	Count	%	Count	%	Count	%	Count	%
Think TC Will Work	1	4.5			13	59.1	8	36.4
Think TC is Good	2	9.1	12	54.5	5	22.7	3	13.6
Think Tc is Better than the Old Curriculum	7	31.8	1	4.5	10	45.5	4	18.2
Welcomed emphasis on Reading	7	31.8	9	40.9	6	27.3		
You Liked the Use of Local Languages	9	40.9	11	50.0	2	9.1		
You Are Well Versed With the Way TC is Implemented	1	4.5	9	40.9	8	36.4	4	18.2
You Think TC Bennefit Learners More Than Old Curriculum	3	13.6	6	27.3	10	45.5	3	13.6
You Support the TC to Continue to Other Classes	4	18.2	2	9.1	16	72.7		
You Prefer TC to Stop	2	9.1	12	54.5	7	31.8	1	4.5
Tc Preperation Was Well Done	1	4.5	9	40.9	12	54.5		
You Find it Easy to Use Local Language Than English	4	18.2	8	36.4	8	36.4	2	9.1
You Think Tc Will Solve Problems of Quality In PS	4	18.2	9	40.9	8	36.4	1	4.5

The table (4.11) shows surprise results. Where as most teachers (about 64%) think that the TC is good, but very few (5%) feel that it will work. This implies that the government still has also to do to convince teachers that the TC will work. On the other hand most teachers (64%) feel that the TC is not better than the old curriculum. It is also indicated that most teachers (73%) are happy with emphasis on reaching and use of the local language (90%). However most teachers are not yet well versed with the way the TC is implemented. This explains why most of them think that it will not work. When asked whether the TC should continue to all other classes, only 27% support it and 73% do not support it. This further shows that most teachers still have negative attitudes towards the TC implementation. In general, it can be said that teachers' attitude towards the TC implementation is still unpleasing and needs to be changed. In brief out of the 12 indicators of attitudes, 50% showed positive and 50% showed negative. This means that the attitude of teachers cannot be taken to be positive yet and thus efforts must be made to change their attitude otherwise

the TC implementation will face a problem. Those aspects on which most teachers had a negative attitude need to be improved upon for example, teaching teachers on how the TC works showing them its benefits to learners and to improve on the way it was planned, so that teachers are considered more in the changes to be made.

4.5 Problems Encountered in the Implementation of TC

It is possible that teachers have a negative attitude towards the TC because of the many problems they have encountered since its implementation may also be true that if such problems are overcome, majority of teachers will have a positive attitude and TC implementation will go positive attitude and TC implementation will go on well. It was therefore in the interest of the researcher to find out from teachers the problems they experience while teaching pupils under the new agreement (TC) teachers identified a number of problems but the major ones summarized in table 4.12 and their respective level of frequency (i.e. world tick was used to refer to those teachers who indicated a particular problem in question and vice versa) In this case the “ticked” figures correspond to a particular problem and this is our issue of concern here. While the word “not ticked” was just used for coding responses to fit in SPSS package of data analysis. So the figures below not respondents do not believe that the point on the left hand is a problem, rather it shows that the respondent did not mention it due to neglect or unawareness. On the column of “ticked” the frequency “count” shows the number of respondents who mentioned the problem it corresponds with, while the percentage shows the relative computed frequencies.

Table 4.12 Problems Encountered in the Implementation of the TC

		ticked	not Ticked
instructional Materials	Count	20	2
	%	90.9	9.1
Some Schols Not Implementing the Program	Count	4	18
	%	18.2	81.8
Some teachers Lack TC Skilss	Count	15	7
	%	68.2	31.8
Big Classes	Count	6	16
	%	27.3	72.7
Big Work Load	Count	8	14
	%	36.4	63.6
Negative Attitude of Some Teachers and Parents	Count	2	20
	%	9.1	90.9
Local Language Not Easy to Use	Count	9	13
	%	40.9	59.1
No Mother Language in Towns	Count	1	21
	%	4.5	95.5
Other Problems	Count	1	21
	%	4.5	95.5

It is clear now that the biggest problem teachers' mention is lack of enough instructional materials (91%). These include among others text books on TC, lesson plan guidelines, specimens and others like manila papers. According to NCDC (2007) the TC changes objectives to learning outcomes which do not describe concepts teachers are used to. So if text books do not cater for such, then teachers find it a problem to find materials with which to achieve the outcomes which are achieved through doing something mainly using both cognitive and the psychomotor faculties. Another big problem of TC teachers face is lack of enough skills on how TC is used (68%). This is mainly true because most teachers were not given researcher courses in the TC, yet it is quite different from the old curriculum. If there takes them long time to be familiar with the TC. Hence a problem. Another problem is that the local language is not easy to (41%). This is true because teachers were taught in English and are therefore familiar with English for most of the things they teach. Some of them know the specific interpretation in their local language. So

to change is a serious problem, which requires some long time for them to get used. Other problems mentioned include big load created by TC (36%) This is so because teachers have to perform more activities than before and the lesson plans it is time are so flexible that every day the teacher has to make many. Also assessment is related to this because for the teacher to assess achievement of outcomes, assessments have to be made and if one outcome is not achieved, other may not be achieved (sequential) the researcher tested the problem of language independently. As indicated in table 4.13 most teachers (77%) have problems in use of the local language.

Table 4.13: Face Problems in Use of Local Language

Face Problems in Use of Local Languages					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	77.3	77.3	77.3
	No	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

The problem of local language however can be reduced with time, as more teachers get more used to their local languages. But its implication is that teachers from one region to another cannot freely move, because they cannot easily learn the local languages, which is the language of instruction. So transfers to distant areas have to be stopped with the TC.

4.5 Solutions to TC Problems Above

There are a number of possible ways to overcome the above problems and ensure successful implementation of the TC. As it has been found out in previous analysis, most problems originate from the unawareness of teachers as far as TC is concerned. Therefore the most immediate solution according to the researcher is to teach and sensitize teachers and parents about TC. In this study, teachers as the stake holders of curriculum implementation were asked to propose the possible solution to the problems they are

facing. Table 4.14 shows a summary of solutions. As it was with the problems, the words “ticked” and “not ticked” were used for convenience purposes in SPSS.

Table 4.14 Possible Solutions to Problems of TC

		ticked	not Ticked
Proide More Learning materials	Count	19	3
	%	86.4	13.6
Sensitisation of Teachers and Parents	Count	16	6
	%	72.7	27.3
More Teachers	Count	7	15
	%	31.8	68.2
Increase Teacher Salary	Count	5	17
	%	22.7	77.3
Train Teachers About TC	Count	1	21
	%	4.5	95.5
Provide More Text Books On TC	Count		22
	%		100.0
Reduce Work Load	Count		22
	%		100.0
Teaching be Done in English	Count	1	21
	%	4.5	95.5
Other Solutions	Count	7	15
	%	31.8	68.2

According to the teachers, the most immediate solution is to provide teaching and learning materials. Most teachers (86%) gave it as the first solution to the problem. It is expected that if the teachers are provided with adequate teaching and learning materials their work is simplified, teaching and learning becomes easy, teachers will like what they teach and learners will admire to learn.

The others solution advanced are sensitization of teachers and parents about the TC, with a relative frequency of about 73%. This means that about 73% of the teachers believe that if teachers and parents are sensitized about the TC, then implementation becomes easy. Other solutions with their respective relative frequencies include providing more teachers (32%) to reduce the increased load, increasing teachers’ salaries (23%) to compensate for the

increased load and to boost their morale, train more teachers (about TC implantation and use (5%) providing more text books in line with the TC, reducing more text books in line the TC reducing the work load of teachers and others. The above responses from the teachers imply that teachers' attitude and awareness can be improved if solutions to the problems are solved. It is also a reminder to the government that before implementing any policy with in the curriculum, teachers and if necessary parents, must be sensitized first, because they are the actual implementers of the curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter shows the summary of major findings, conclusions on each finding and the researchers' recommendations as per the findings and conclusion. The areas that need further research are also indicated here.

5.1 Summary of Major Findings

The major objective of this study was to find out the teachers' awareness and attitude towards the implementation of the TC. The researcher specifically wanted to examine teachers' awareness on the aims of the TC, how the TC works, the implementation status, teachers' attitudes towards the TC implementation problems encountered in implementing the TC by the teachers and teachers' view on the solutions to the problems.

The study found out that most (73%) teachers were grade three teachers, implying low qualifications. It is also discovered that there are few English and Science teachers in primary schools visited. The study also discovered that most teachers are not aware so the five major aims to the TC, which are early break through to literacy (46%), enable learners master numeracy skills early (32%), empower learners acquire higher order thinking (27%) and to develop into learners language skills for life long learning (0%) Teachers are also mainly not aware about why the government implemented the TC, which actually represents the aims. In respect to this, few teachers gave the above aims as the reasons and their respective relative frequency counts are 55%, 18%, 23% and 51%. This also showed a low level of awareness. However, quite a big number of teachers were of the importance of the TC to learners. When the above aims were given as importance of TC to

learners and teachers asked to indicate the extent to which they agree or disagree, their respective relative frequencies as per the order above, in respect to those who showed that they agree, were 91%, 68%, 73%, 73% and 100%. This implied that, if sensitized, teachers can appreciate the TC. Also about 91% of the teachers were aware of the classes in which the TC is being implemented (p1-p3) and none showed that it is implemented above p4. it was also found out that TC lesson plan guidelines have reached about 73% of the schools, and most schools (77%) have received 68% still find lesson plan guidelines and text books a bit complicated. About 50% of the teachers have a negative attitude towards the TC implementation and 50% have a positive attitude. The most serious problems encountered by teachers in the implementation of the TC are inadequate instructional materials (91%), inadequate text books based on TC (68%), problems with the local language (41%) big road (36%) and others. About 77% so the teachers have problems with the use of local languages. The most immediate solutions to the problems above according to the teachers are provision of adequate teaching and learning materials (86%), sensitizing teachers and parents about the TC(73%) providing more teachers (32%) increasing teachers salaries (23%) train more teachers about the TC implementation (5%) and others.

5.2 Conclusion

Basing on the above findings, the researcher concludes that schools are dominated by low grade teachers, there is scarcity of English and science teachers. Teachers' awareness about the TC is still very low and 50% of them still very low and 50% of them still have a negative attitude towards the TC. Most schools have received TC materials, but majority of teachers are unfamiliar with them and find them complicated. The most serious problems teachers face in implementation of the TC are inadequate text books and using the local language. Most of these problems are caused by the high level of unawareness of teachers

about the TC such that even the instructional materials are not well used. Therefore to solve those problems, it is important that the government provide adequate teaching and learning materials, sensitize parents and teachers about the TC, train more teachers and take the old ones to refresher courses and increase teachers' pay to boost their moral.

5.3 Recommendations

Basing on the above findings, the researcher recommends the following; the government should revise the TC and involve teachers more in its improvement and developing the instructional materials, basing on the different environments in the country. This means that each area should develop its own instructional materials, assessment and evaluation methods. This will enable the TC to cater for different needs and abilities, change teachers' attitude and boost their awareness about the curriculum. In addition the government should train and recruit more teachers and take the existing ones to refresher courses in TC implementation.

Teachers salaries should as well be increased due to the increased load, all of which can increase teachers motivation and improve their attitudes towards TC implementation, providing more instructional materials like textbooks, lesson plan guidelines and other specimens for content delivery, is very important, but on condition that teachers are made part and parcel of their development or else they should all be sensitized through workshops and seminars, on how to use them.

Continuous assessment and evaluation of the TC, by inspectors and supervisors should be made so that problems are identified early, and solutions are provided in time, before teachers get disgusted.

On the issue of the local language, in addition to providing translated materials of the content, as time goes by teachers will get used and familiar to it, so it should not be a great threat. It is also important that the governments begin to think of a national local language that will in future be used by all schools in Uganda. This will help to ensure uniformity and remove the problem of immobility of teachers and learners. This local national language should be developed slowly as a compulsory language in all schools in Uganda, so that after sometime it will take over as the medium of instruction.

5.4 Areas for Further Research

The findings of this study are not exhaustive about all the issues required to be known of the TC, since it is still a new program. Further studies can be conducted on pupils and parents attitude about TC and the impact of the TC on performance. Another study can be conducted on the suitability of instructional materials used under the TC arrangement.

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APPENDIX A: INTRODUCTORY LETTER


KIBANGA PRIMARY SCHOOL
P.O. BOX 43
KALANGALA

MR. KIWANUKA AHMED ALI

PERMISSION TO CARRY OUT RESEARCH

In response to the letter you wrote asking to carry out research from Kibanga School, I am happy to inform you that you are welcome and free to interact with teachers and pupils for any information required.

Wish you good results.


TUSUBIRA DAVID
HEADTEACHER.

APPENDIX B: ACCEPTANCE LETTER



Kampala International University
Institute of Open and Distance Learning
P.O. Box 20096 Kampala, Uganda
256 41 373 498/ 256 41 373 805 (Ug) 254 20245275 (Ke)
e-mail: ofagga@kiu.ac.ug Tel: 0763742725

Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. KIVAFUKA AIMEED A.
REG. # 13BE/10751/01/00

The above named is our student in the Institute of Open and Distance Learning (IODL),
pursuing a Diploma/Bachelor's degree in Education.

He/she wishes to carry out a research in your Organization on:

TEACHERS' ATTITUDE TOWARDS THE IMPLEMENTATION
OF THE FORMER CURRICULUM IN BUNDA
SUB-COUNTY, LAMOT, DISTRICT, KALANGALA TRADING
UGANDA

The research is a requirement for the Award of a Diploma/Bachelor's degree in Education.

Any assistance accorded to further ongoing research, will be highly appreciated.

Yours Faithfully,

MUTIWEZI JOSEPH
HEAD, IN-SERVICE

APPENDIX C: RESEARCH INSTRUMENTS

Questionnaires to be answered by teachers

Dear teachers, am a student at KIU, conducting a study on teachers’ attitudes towards the implementation of the thematic curriculum in Uganda, a case study of Bujumba sub-county, Kalangala district. I request you kindly to provide me with some information about what you know of the thematic curriculum in Uganda. Your information will be treated with maximum confidentiality and will be used only for academic purposes.

Section A: profile

Please tick the correct alternative.

- 1. Gender: Male ☐ Female ☐
- 2. Education level: Grade 2 ☐ Grade3 ☐ Grade 5 ☐ Degree ☐
- 3. Subject (s) taught: SST ☐ Math ☐ English ☐ Science ☐

Section B: Aims of the thematic curriculum

- 4. According to your own experience why did the government introduce the thematic curriculum? (Mention)
 - i.....
 - ii.....
 - iii.....
 - IV.....
- 5. According to your experience what were the major aims of the thematic curriculum?
 - i.....
 - ii.....
 - iii.....
 - iv.....
- 6. What factors influenced the introduction of the thematic curriculum?

- i.....
- ii.....
- iii.....

7. Basing on your experience, show the extent to which you agree with the following statements about the thematic curriculum (TC). Follow the key bellow;

1=Strongly agree 2= Agree 3=Disagree 4=not sure

	1	2	3	4
The TC enables early break through to literacy				
The TC enables early mastery of numeracy skills				
The TC helps to empower pupils in the use of life skills than the old curriculum				
The TC enable learners to acquire higher order thinking skills				
The TC develops into learners basic language skills for life long learning				

Section C: Implementation

8. You follow the thematic curriculum in your school: Yes ☐ No ☐

9. in which class (s) is the TC operating now?.....

10. You have lesson plans following the TC in your school: Yes ☐ No ☐ not sure ☐

11. How do you find the new lesson plan guidelines?

a) a bit easy to use ☐

b) a bit complicated ☐

c) a bit easier than the previous one ☐

12. You have any text books that follow the TC: Yes ☐ No ☐

13. If yes how do you find the text book? (Please tick)

a) They are very complicated ☐

b) They are very easy to use ☐

c) They are so detailed

d) They are not detailed ☐

14. You are contented with the rate at which the TC moves: Yes ☐ No ☐

Section D: Possible problems and solutions

15. What problems are you currently experiencing as a result of implementing the TC?

(Mention)

i.....

ii.....

iii.....

iv.....

16. What difficulties do you experience in the use of the local language in class teaching?

i.....

ii.....

17. Show the extent to which you agree with the following statements. Follow this key

1=Strongly agree 2= Agree 3=Disagree 4=not sure

	1	2	3	4
The teaching materials you have are more relevant				
You have enough resources to teach the TC				
Assessment is easier now than before the TC				

18. In your own view, what can be done to make the TC work better? (Mention)

i.....

ii.....

iii.....

Section E: Awareness and Attitude

19. Indicate the extent to which you agree with the following statements about the TC.

Follow this key 1=Strongly agree 2= Agree 3=Disagree 4=not sure

	1	2	3	4
You think the TC will not work				
You think the TC good				
You think the TC is better than the old curriculum				
You welcomed the TC emphasis on reading and math				
You liked the use of local languages as a medium of instruction				
You are well versed with the way the TC is implemented				
You think the TC benefits learners more than the old curriculum				
You support the TC to continue to all other classes				
You prefer the TC to be stopped				
You are contented with the level of assessment plan under TC				
The preparation of the TC was well done				
You find it easy to teach in a local language than in English				
You think the TC will solve the problems of quality in primary education				

Thanks!